Kentucky Department of Education Program Review Guide for Practical Living/Career Studies, Writing, and Arts & Humanities

Section 3: Using the Program Review Rubric

SECTION 3: CONTENT AND COMPLETION OF THE PROGRAM REVIEW RUBRICS

Section 3 provides the program review rubrics for Writing, Arts & Humanities, and Practical Living/Career Studies. Each program area has a variety of common demonstrators and characteristics of quality, and additional demonstrators and characteristics that are program-specific. Common demonstrators include

- a focus on a rigorous aligned curriculum implementation with high standards
- instruction that provides variety and high quality experiences for students
- high expectations for student learning
- a focus on use of formative and summative assessment to which schools respond to better meet student needs
- targeted and needs-based professional development
- leadership that effectively applies resources and monitors program quality

In addition, evidence identified to support individual program reviews is, in many cases, common to all three programs. Core SBDM documents, curriculum resources, student performance data, and many other sources of evidence may be used to determine the performance level of the three assessed programs individually and collectively.

About the Rubrics

The program review rubrics are designed to provide schools with concrete images and information about effective program implementation in three content areas (Writing, Arts & Humanities, and Practical Living/Career Studies). They include **three levels** for program review and identification of school status.

Level 1- Needs Improvement – attributes and characteristics of school programs that are still in progress toward a common high standard for excellence

Level 2- Proficient– attributes and characteristics of school programs that meet a common high standard for excellence

Level 3 – Distinguished– attributes and characteristics of school programs that exceed a common high standard for excellence

Each rubric includes key Demonstrators for program implementation within **four critical program standards**.

Curriculum and Instruction – the requirements and qualities of effective curriculum and instructional approaches that are standards-based and outcome-driven; specific to the discipline

Formative and Summative Assessment – the requirements, processes, and qualities of effective assessment specific to the discipline; both formative (ongoing data collection for responsive instruction) and summative (ending data collection to measure student performance)

Professional Development and Support Services – the characteristics, resources, and qualities of effective professional development that promotes effective practice, specific to the discipline

Administrative/Leadership Support and Monitoring – the activities, strategies, and characteristics of an effective leadership structure that promote quality practice and high levels of student learning specific to the discipline

Each rubric provides a cross-matrix of these levels and demonstrators; with specific characteristics at each level, to support schools, not only in determining the quality of the program but also in identifying where their school is in the process of becoming a quality program. In addition, examples of evidence are provided (in the rubric documents) to assist schools in identifying the necessary evidence to complete an accurate and thorough program review process. Schools are encouraged to look beyond these sample lists

Quantitative and Qualitative Analysis of Programs

Each program review rubric provides for both quantitative and qualitative use and analysis. Qualitative analysis allows the school a holistic, 'big picture' sense of how well programs are being implemented, and identifies those critical characteristics where targeted improvement is necessary. Quantitative analysis allows schools to 'score' their program performance and to report to their stakeholders on their own perception about how well programs are being implemented.

Process for Completing and Analyzing Rubrics
Regardless of the specific discipline, the process for completing and analyzing rubrics is the same. After schools identify and review the necessary program evidence to develop a thorough program picture (See Section 2: Preparing for Program Review), school teams will complete the program-specific rubrics using the following process.

- Teams convene, with rubrics in hand and evidence that has been identified, for discussion and consensus building.
- Beginning with the first Demonstrator line, teams move through each characteristic, using the identified program evidence to determine the level that best represents the current status of practice in their school. Each characteristic has parallel indicators at all three performance levels. Thus, teams should select the one indicator that is best supported by the identified program evidence from each line to complete the rubric.
- After all characteristics from a single Demonstrator have been reviewed, and levels are agreed on, schools complete the computation process at the bottom of the rubric to determine a raw score that can be used for analysis.
- Complete this process for all Demonstrators on the rubric.
- Using the raw scores, schools will consult the score scale to determine the level of performance (Needs Improvement, Proficient, Distinguished) for the program. **NOTE: These will be determined at a later date through a standards setting process.**

After this process is completed, school teams will be able to begin identifying and verifying program strengths and needs (qualitative analysis), and be prepared for

reporting to their stakeholders about the status of their school's program (quantitative reporting).

From Analysis to Reporting
After analysis is complete, school teams should move forward with creating a synthesis report. Program reporting should be synthesized for each program standard (Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, and Administrative/Leadership Support and Monitoring). Schools should use the following process for producing reports.

Raw scores for Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, and Administrative/Leadership Support and Monitoring should be placed in the boxes provided with each rubric. The computation process to merge the program standard data into a culminating program level of performance score should be completed and noted on the report. **Note: These scores will be determined at a later date through a standards setting process.**

A performance level system will help schools identify when they are meeting standards in specific program areas, and within the overall program, and when there are areas for further program improvement.

Needs Improvement: Instructional programs identified in the *Needs Improvement* performance level are in need of systematic improvement in one or more areas. As schools review rubric results, they should look for specific characteristics within demonstrator areas when *Needs Improvement* is the level of performance. Focusing on the characteristics in the identified demonstrator, schools should immediately implement strategies that target the specific areas of identified needs to improve this area of the program.

Proficient/Meets Expectations: Instructional programs that are *Proficient* are considered successful programs overall, though some elements of the program may still need some improvement. Instructional programs that still have elements that need improvement should quickly make a concerted effort to engage in targeted program improvement, so they consistently meet the Proficient performance level for that program.

Distinguished: Instructional programs that are *Distinguished* are programs that have systematically built all program structures and supports to the level that they are consistently successful. Even when Distinguished, programs may have small areas that still need ongoing improvement. Schools should target strategies and efforts accordingly to maintain the high level of performance in the program.

Regardless of the final determination of program status, schools should complete the rationale, detailing the evidence used to support the demonstrator, and providing clear and specific information about next steps in the school's ongoing program improvement efforts.

Evidence identified to support rubric completion, and copies of the completed rubrics themselves should be included with the final report and shared with all stakeholders through a variety of settings and means (see Section 1: Purposes and Uses of the Guide).

Program-Specific Rubrics

Program-specific rubrics follow. For each program, you will find

- Program names
- One rubric for each program, divided into four standards
  - o Curriculum and Instruction
  - o Formative and Summative Assessment
  - o Professional Development and Support Services
  - o Administrative/leadership Support and Monitoring